THE STATUS OF THE HOME ROOM IN THE STATE OF FLORIDA

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BY

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CHAPTER I

INTRODUCTION

Purpose of the Study. The purpose of this study is to determine the status of the home room in the State of Florida. The study is an attempt to answer the following questions:

1. What is the general plan of the home room in the Florida High Schools?
2. What is the general purpose of the home room in the State of Florida?
3. What is the general organization and operation of the home room in the Florida High Schools?
4. What type of programs are in general presented?

An attempt was made to answer these questions in the following study. From this information it will be possible to judge to some extent what the Florida high schools are doing with the home room and what steps should be taken to improve their present programs.

Source of Data. In order to secure the necessary data a questionnaire was sent to the principals of two hundred junior and senior high schools in Florida. Of this number eighty-seven were returned, which was 43.5 per cent of the number sent to the schools.

THE HOME ROOM

According to Wright:[1]

1. J.C. Wright: Home Room Programs for Four Year High Schools. The Extra-Curricular Publishing Company, 1429 Concert Street, Keokuk, Iowa. 1935. p. 1

> A home room may be defined in the following manner:
>
> The home room is the pupil's school home. It is the unit for the organization of pupil participation in the activities of the school. It is a small unit where the pupil has an opportunity to take an active part in the management of the group to which he belongs. The present organization is a recognition of the need of pupil encouragement and guidance in the problems peculiar to the adolescent age and for which no other phase of the school adequately provides.

The home room fills a great need in the modern educational system. In departmental work in the modern high school the individual is lost sight of in an attempt to teach subject matter rather than to teach boys and girls. This is a far departure from the little red school house, teaching the three R's and character, where they had their spelling matches and Friday afternoon programs with all the pupils taking part in the program. In such a school the teacher had close contact with the pupils and knew personally the child, his home, and his likes and dislikes.

According to Roemer and Allen [2]:

> Somewhere in the evolutionare process, the personal touch was lost and statistics in mass production came into prominence. Much was gained; much was lost. The gain is to be nurtured, preserved, and the loss must be replaced. The home room plan is one substitute offered for the lost teacher-pupil equation. It takes away none of the values of the departmentalization and the social attributes of the large high school, and yet it offers a workable plan whereby one teacher resumes the responsibility cast off in the effort to make the school fit the growing attendance. Each teacher adopts a group called her

2. Joseph Roemer, and Charles Forrest Allen: Readings in Extra Curricular Activities. Johnson Publishing Company, Atlanta. 1929. pp. 188

home room section which may be a reporting group of ten minutes a day, merely an administrative device, or it may be composed of a group of thirty pupils whose personal problems become those of the home room teacher, a home room in actuality. The data which a capable teacher will collect in a few weeks will be as informative as a case study. Home surroundings and individual likes, dislikes, problems, ambitions, and fears become known to the alert home room teacher, and disciplinary and scholastic problems are handled with less friction and injustice because the teacher is cognizant of the factors and conditions in the case. No physician worthy of the name will prescribe for even the mildest disorders without a thorough diagnosis. It is just probable that mental maladjustments are as delicate and as worthy of diagnosis. There is one condition under which the home room plan as a means to case study, sympathetic counsel, and guidance will not succeed. That is in the school employing teachers content to spend five hours, and no more, in the classroom; teachers who are resentful toward any other assignment. With mentally young and enthusiastic teachers, however, the home room plan is feasible and likely to succeed.

Purposes of the Home Room. Wright[3] lists some aims of the home room as follows:

1. To provide devices for facilitating the transaction of the administrative business of the school.
2. To promote and foster democratic pupil participation in school affairs, thus equipping the pupil for citizenship by practicing citizenship here and now.
3. To unite the teacher and her group in a sympathetic unit of the school.
4. To develop and guide the vocational and educational interests of the pupils.
5. To encourage individual initiative, cooperation, right attitudes and ideals.
6. To give the pupils the opportunity to enjoy the cultural and social things in the life of the school, and to develop ideals of loyalty.
7. To educate pupils in rules, regulations and the common integrating knowledge of the school.

"Remember these boys and girls are soon going out of school and in a short time will forget most

3. Wright, op. cit., p.1

of the things we are working so hard to teach them, but a number of them will recall with great pleasure the encouragement, sympathy, and understanding of some home room teacher with whom they were so closely associated for three years of their lives." This tribute to the home room teacher by Briggs is indicative of the importance modern educators are placing upon the opportunity for service in the home rooms. It is the desire to organize and conduct a program of activities in the home rooms which will enrich and round out the school activities of all the pupils.

Some objectives of the home room program are as follows:

1. To give each child an opportunity to have his own home room teacher, with whom that child may feel free to discuss any problem that may arise in connection with his school experiences.
2. To develop co-operation and dependability in the pupils by encouraging and expecting them to take an active part in helping to make the home room program a successful activity.
3. To train the pupils in "leadership" and "followship" by allowing them to conduct their own home room activities and affairs, under the careful guidance of the teacher.
4. To develop a better school spirit through the discussion of school traditions and rules in the home room.
5. To give the pupils valuable social training in their participation in the various home room activities, these activities being as nearly like true life situations as possible.
6. To provide a means of increasing the administrative efficiency of the school, using the small home room units in setting up ticket sales, reading announcements, etc.

McKown [4] gives the following objectives:

1. To develop desirable pupil-teacher relationships.-
   This relationship is twofold: acquainting the teacher with the pupil, and acquainting the pupil with the teacher.
   Acquainting the Teacher with the Pupil.-
   Acquainting the Pupil with the Teacher.-
2. To Guide the Pupil.-

---

4. Harry C. McKown: Home Room Guidance. McGraw-Hill Book Company, Inc., New York and London. 1934. pp.32-42.

Personal Guidance.-
Educational Guidance.-
Social Guidance.-
Moral Guidance.-
Recreational Guidance.-
Vocational Guidance.-
Physical Guidance.-

3. To Develop Desirable Group Ideals and Habits of Citizenship.-

Individual and Group Knowledges, Ideals, and Attitudes.

Local and National Interests.-

Practical Opportunities in the Home Room.-

4. To Expedite the Handlining of Administrative Routine Educatively.-

Some of these activities, such as the explanation of an announcement or a new regulation, can best be handled by the sponsor herself, but many of them can be handled just as efficiently and perhaps more educatively by officers and members of the room.

Length and Frequency of Meetings. McKown [5] says:

> No one knows which period is best suited to the home room. Possibly the second and third periods in the morning and the first period after lunch are, in this order, most suitable. The first period in the morning has the advantage of being the most appropriate time for "report room" activities, but this is also a serious disadvantage because of the resultant danger of confusing the "report room" with the "home room." Tardiness and general disorganization also make this period relatively undesirable. The very worst period for the home room is, of course, the last period of the day.
>
> Possibly once a week is, at the present time, a good guess as to how frequent regular meetings should be scheduled. This gives the room time to plan and prepare a worth-while program. It also helps to develop the attitude that the home room period is an "event" always to be anticipated.
>
> Normally, it is probably best to schedule a home room meeting for a regular full period because (1) almost any worth-while program will require this amount of time; (2) a shortened period gives

5. H.C.McKown: Extra-Curricular Activities. The Macmillian Company, New York. 1937. pp.60-62.

> the plan a shortened value in the minds of the students and teachers; and, (3) it is easier to schedule. A five or ten-minute period can hardly be called a home-room period at all. It is a report period.

Wright[6] also suggests that one long period devoted to home room activities is enough:

> Experiences of various schools indicate that one rather long home room period per week is enough. Teachers and pupils alike will get more enjoyment from one well prepared full program per week, than from two or three short ones.
>
> A suggested weekly time schedule for the school year is as follows:
>
> Monday (8:45-8:48):
> 1. Pupil takes the roll.
>
> Tuesday (8:45-9:00):
> 1. Pupil takes the roll.
> 2. Pupil banking committee handles the banking activities.
>
> Wednesday (8:45-9:15):
> 1. Pupil takes the roll.
> 2. Pupils conduct regular home room program.
>
> Thursday (8:45-8:48)
> 1. Pupil takes the roll.
>
> Friday (8:45-9:00):
> 1. Pupil takes the roll.
> 2. Home room bulletin is read.
>
> Home room meets three minutes each afternoon to check attendance.

<u>The Home-Room Teacher</u>. The home room teacher or teacher-counselor as some authors call the home room teacher is very important to the successful operation of the home room. McKown[7] says:

> Home room sponsers should be carefully selected

6. J.C. Wright, <u>op. cit.</u>, p.2
7. McKown, <u>Home Room Guidance</u>. p.176

If all the teachers in the school are used in sponsoring home rooms, there can be no wise selection but there can, of course, be wise judgment. But in many schools, now, not all the teachers on the faculty are needed for sponsorship and in these instances in which, there are more teachers than home rooms a selection must be made.

It is a truism to state that at the present time not all teachers are capable of being efficient home room sponsors. Some are so engrossed with the idea of "getting their subject across" that they have little time and attention for anything else and indeed they recognize little else as the main purpose of the school. They do not understand, appreciate, or accept the modern guidance point of view. Other teachers, because their personality equipment is not attractive enough to make them accepted members of a home room group, should not be assigned to such an important duty, depending as it does, so much on the sponsor's personality. Some are too inexperienced and immature, irrespective of their age, to be able to act as competent sponsors, and still others, even though they have fine ideals, lack the interest in personal work that is essential to the success of the organization. Even acceptable sponsors vary in degrees of interest, ability, personality, experience, and compotency.

The selection of the teachers who are to be given home rooms is the first step, and their assignment to individual room groups is the next step in the process. The administration of the school considers each member of the faculty on the basis of such qualifications as age, experience, maturity, ideals, ambitions, personality, initiative, originality, leadership, imagination, patience, sympathy, judgment, enthusiasm, tact, and responsibility and make up a list of those who, on the basis of these traits are considered eligible for sponsorship.

One authority gives guidance as one of the functions of the home room teacher:[8]

8. Bulletin of the National Association of Secondary School Principals. Jan. 1928. Bulletin Number 19. p.17.

> The homeroom teacher functions in all phases of guidance. It is in this capacity that she comes to know each pupil in the room more intimately than any other teacher. She alone has the opportunity of knowing the pupil in all his relationships; his studies; his difficulties with teachers; his problems of discipline; his home conditions and environment; his associates in school and out; his attitudes, interests and abilities. Therefore, whether the school be large or small, it is with the homeroom teacher that the foundations for guidance must be laid.
>
> The first responsibility of the homeroom teacher is educational and in the sense that education is preparatory for one's life work. It is with this teacher that the pupil works out his curriculum choices and his plans for graduation. Any peculiar or difficult case will be referred to the director of guidance or to the special advisor provided by the organization. Educational guidance also may be interpreted to mean guidance in the formation of right habits of work and study in which the homeroom may play an important part. Individual conferences are held after each periodic marking of the report cards, with a possible interview with a parent, and resulting in definite plans for imporvement and necessary adjustments.

Another uathority [9] speaks of the teacher advisor as an important aid in a departmental plan:

> The teacher advisor is an important aid in a departmental plan. Where each pupil has a number of teachers, and each teacher many pupils, it is very desirable that each boy and girl have as a personal advisor, one with whom he or she comes in contact each day and to whom he may be encouraged to go with a personal problem.
>
> A real home room offers splendid opportunities for guidance and the home room teacher should be the teacher advisor. Much, however, can be done even if a home room organization and home room period are not immediately possible. Pupils can

9. General Bulletin on Guidance. Pennsylvania Department of Public Instruction. Bulletin 13. Harrisburg,Penn. p.37

be assigned to teachers adapted to this general counseling, and with the encouragement of cooperative effort and faculty conferences, the teacher advisor will function as one of the most important agencies for guidance in the school.

Some duties of the home room sponsor according to Wright:[10]

> Take charge of the first two or three meetings until the home room is organized and the committees and officers are functioning. Meet with the officers for the appointment of all committees.
>
> It is important to be sure that the home room president understands his duties thoroughly. The home room sponsor should therefore go over with him the duties that he is to perform before he is actually to take charge of any home room program. The president in turn should check up on the committee understands its assignment.
>
> The home room teacher is the "mother of the flock." She keeps in mind constantly the general welfare of her home room pupils. She is interestd in their health; she checks on their scholarship, and in general is concerned with all phases of the pupil's membership in the school.
>
> Since the home room teacher is primarily a coordinator, her influence will be felt in all the departments of the school and through all the classes in formal instruction in which her particular "home room pupils" are enrolled.
>
> For a thorough understanding of the individual problems of each pupil, the home room teacher will find that a visit to the home of each pupil is probably the best device for serving this purpose.

Cox [11] speaks of a close relationship between the pupils and their sponsor:

> Within each section-organization is exercised general supervision over the attendance, conduct, and scholarship of pupils, a close personal rela-

10. Wright, op. cit., p.3
11. Philip W.L.Cox: Creative School Control. J.B.Lippincott Company, Philadelphia. 1927. p. 39

> tionship is fostered between the pupils of each group and their sponsor whose intimate knowledge of his boys and their parents enables him to guide them both in their school duties and activities, and also in their after-school and vacation employments, and in their collegiate and vocational ambitions.

Officers and Committees of the Home Room. One of the important functions of the home room is to train the pupils in initiative and leadership. The officers of the home room receive valuable lessons in citizenship in performing the functions of their office. McKown [12] names the following officers:

> The usual officers of any organization, president, vice-president, secretary, and treasurer, are appropriate for the home room organization. In addition, such other officers as usher, cheerleader, banker, attendance officer, inspector, critic, sergeant-at-arms, traffic officer, reporter, and others may be elected and commissioned.

About committees McKown [13] says:

> Home-room officers are important but home room committees are perhaps still more important because of the larger number of educative opportunities that they make available. Two types of committees may be provided, (1) standing or permanent, which are appointed or commissioned for the normal term for which the officers are elected, and (2) temporary, which are appointed for a specific task and discharged when this is completed.
>
> Program. This committee has, in co-operation with the Central Home-Room Committee, responsibility for the programs of the meetings. It surveys and catalogues the interests and abilities of all the members on the basis of these. It schedules, advertises, and evaluates programs and program elements.

12. McKown: Extra-Curricular Activities. p. 66
13. Ibid. pp. 66-68.

Housekeeping. Beautifying, caring for, and promoting general respect for the groups' school home are the main duties of this committee. It supervises the use of the waste-basket, pencil sharpener, lockers, cloakroom, bulletin board, and blackboards; regulates heating, lighting, and ventilation; adjusts window shades and curtains; inspects room for neatness, loose or broken seats, desks, and other equipment; discourages the mutilation of room and school property; and promotes beautification with plants, flowers, pictures, statuary, fish, and birds.

Welfare. This committee assumes responsibility for general welfare service of all types. It investigates absentees and, if appropriate, visits them and arranges for others to visit them; carries them greetings, messages, flowers, plants, fruit, books, school publications, magazines, lesson assignments, reports of room and school activities, and cares for their books, equipment, and other property during their absence.

About officers and committees Wright[14] says:

In general, the officers in each group will be president, vice president, secretary, and treasurer. In addition, each home room will elect a representative to the student council and a representative on the home room bulletin staff. The executive officers and the home room teacher are to act as the program committee; they will select some pupil or pupils to conduct the program each week, and give them such assistance as they require. The specific duties of each officer shall be discussed before the election.

One guiding principle in the organization of the home room is that no officers or committee members who do not have definite duties should be selected.

Other committees should include:

1. Banking: To handle all the home room deposits and activity tickets.
2. Scholarship: To encourage scholarship by posting charts on the bulletin board showing honor roll in home room, per cent of improve-

14. Wright, op. cit., p 5

ment in pupils' marks,etc.

3. Social committee: To plan and carry out all parties,picnics,etc.
4. Any special committee necessary as "bulletin board,""Who's Who Room Committee," etc.

Home-Room Membership. McKown[15] says:

The usual home room is composed from twenty-five to thirty-five students, because the regular classes are traditionally organized on this basis, and also because the room itself accommodates about this number. There is also a common and perhaps somewhat justifiable, belief that a group of about this size provides more attractive educational opportunities than either a larger, or smaller, group.

There is a great variety in the methods by which students are assigned to home rooms. Some of the methods used are as follows:

1. By class,alphabetically.
2. By intelligence quotients,marks, and ability ratings.
3. By vertical sectioning-students from all classes.
4. By curriculum being pursued.
5. By sex.
6. By previous schools.
7. By first-period classes.
8. By representative selection-students are numbered and the numbers one,eleven,twenty-one,thirty-one,etc.,assigned together.
9. By random selection-names drawn from a box.
10. By chronological age.
11. By student or teacher selection.

In the smaller schools probably the best plan is the first suggested- assignment by class, alphabetically. In larger schools possibly the most logical plan is assignment by a combination of the class and the ability rating plans.

Programs. McKown[16] says:

In nearly all home rooms there is presented,

15. McKown: Extra-Curricular Activities. pp 63,64
16. Ibid. p 69

usually once a week, a regularly scheduled program designed for purposes of education and guidance. It is logical that such a program should, (1) have definite and reasonable educational objectives; (2) be timely and appropriate; (3) represent all presentable and proper phases of educational guidance; (4) approximate reasonable standards; and,(5) provide opportunities for wide participation, either directly or indirectly.

Types of program material. In general, home-room program material may be classified into three main types, (1) guidance, (2) seasonal, and (3) free choice. The home room is designed for educational purposes, and of course, all program material (as well as the entire schedule of activities) belongs in the first classification). However, "guidance" used in this connection refers particularly to more or less definitely organized and co-ordinated material,usually coming from main office,central committee, or department of guidance, dealing with such phases of guidance as educational, vocational, moral,civic,thrift,personal,health and recreational.

"Seasonal" material includes that which is particularly appropriate at certain periods and times such as anniversaries of discoveries, births and other events; traditional celebrations- Thanksgiving, Christmas and Armistice Day; various kinds of "weeks"- Fire Prevention, Safety, Red Cross,Clean-up, Thrift,and Courtesy; school seasons reflecting opening,closing and mark-reporting activities.

"Free Choice material" is that which the group selects,schedules, and presents uninfluenced by the administration, Central Committee, or any other outside group. Naturally, some of it, all of it, or none of it may come from the Central Committee or office.

McKown [17] in Home Room Guidance says:

Practically one-third of the programs in any one semester should probably be seasonal, one-third should likely be specialized guidance, and one-third should be the group's own selection.

Programs prepared and presented at general

17. McKown: Home Room Guidance. pp 47,137

assembly.

"Graduating" home room programs, or elements of them, into the school assembly is another way of honoring rooms and individuals and also of developing competency in home room programs. There is no difference between the home room program and the assembly program except in size and, to some extent, in stage and equipment. Nearly all of the programs of the assembly can be cut down to home room size. In fact, in one way, the home room programs offer more opportunities than those in the assembly because in the home room the student members can discuss and participate informally in them, while in the assembly he cannot take part to any great extent. But, in any case, the home room is a most excellent training ground for the development of assembly programs. That this opportunity has not been capitalized so much as it should be is shown by Miss Mercer's study: home room programs were used by the assembly as follows: "frequency," 28 per cent; "occasionally," 52 per cent; and "never" 7 per cent.

Programs according to Wright:[18]

The plan is to provide a complete program of activities for each class for the entire year. The general trend will be toward topics of an orientational nature for the Freshmen and Sophomores general informational and social training for the Juniors, and guidance for the Seniors.

Two advantages of some diversification in the programs among the different classes are: It gives the pupils the type of material best suited to their respective needs; and it prevents the overlapping of activities through the different years.

It is not proposed that the suggested schedule must be rigidly adhered to. The program is to be "a guide post and not a hitching post for the teachers and pupils." The experience of most schools has been however, that the pupils benefit most where some rather difinite program is set up. It is expected that when any home room group wishes to substitute some topic or activity in which it is interested, for the one suggested in the outline, it should

18. Wright, op. cit., p 2

feel entirely free to do so.

In order to develop the possibilities of the home room to their utmost, the teacher must allow the pupils to conduct the meeting and be responsible for the success of the entire program.

Roemer and Allen[19] say:

It is expedient, then that we definitely explain the activities of the home room. We must prepare our program. At the outset let us try to clear up just what we mean by a program. In the past the attitude seems to have been prevalent that a home-room program, in order to be a program, had to be entertaining. For example, the presentation of a play was a program, a discussion of leadership was something else. It seems to me that both types of activity are important, but neither one should take the place to the exclusion of the other.

For the sake of convience, I shall group my suggestions under the following headings:

A. Civic
B. Social
C. Moral
D. Educational
E. Special Days
F. Miscellaneous

A TYPICAL PROGRAM

Approximately a 30 minute period

A. Call to Order
B. Roll Call
C. Reading of Minutes
D. Old Business
E. New Business

(This formal routine should take about ten minutes.)

F. Discussion-Leadership
   1. An Outstanding Woman Leader.
      (A 2-minute talk by a girl.)
   2. An Outstanding Leader among Men.
      (A 2-minute talk by a boy.)
   3. What constitutes good leadership?
      (A 2-minute talk by a pupil)
   4. Who are good followers?
      (A 2-minute talk by a pupil.)
   5. General discussion, 12 minutes.

19. Roemer and Allen, op. cit., pp 204-208

Discussion to point definitely toward the choice of class officers, and might cover the following points:

a. Duties of school leaders.
b. Qualifications.
c. How to use leaders.

F. Adjournment

Note. A discussion of this kind should logically precede the election of officers.

Roemer and Allen[20] offer the following outline of programs:

C. Programs for instruction
   1. Period for intensive study.
   2. Favorite book of reviews.
   3. Current Books.
   4. Know your city programs.
   5. Know your state programs.
   6. Special curricular troubles analyzed and solved.
D. Programs for inspiration
   1. Reports from visitors to other home groups.
   2. Talks by the members of the other home groups.
   3. Outside speakers.
   4. Discussion of obligations and duties to school and to teacher.
   5. Pep meetings.
   6. Helpfulness- big brother and big sister idea.
   7. Ethics.
   8. Lives of great men.
   9. Thrift.
E. Programs for enjoyment
   1. Dramatizations.
   2. Community singing.
   3. Novel musical programs.
   4. Spelling contests, jokes, proverbs, charades, quotations, and receptions.
   5. Get acquainted games.
F. Development of class scholarship.
G. Vocational guidance.

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20. Joseph Roemer and Charles Forrest Allen: Extra-Curricular Activities in Junior and Senior High Schools. D.C.Heath and Company, New York. 1926. p 64

Representative on the Student Council. One of the functions of the home room is to elect a representative on the student council. Foster[21] says:

> The home-room representative on the student council brings back for discussion the recommendations of that organization, followed by rejection or adoption.

Moral and Ethical Guidance. McKown[22] says:

> Because character, of some type or other, is absolutely fundamental to any kind of civilization, the development of it has always been, and probably always will be, a most important emphasis in any civilization's educational system.---- Formerly, our character education,---was largely of a negative (prohibitory, disciplinary, perceptual, thou-shalt-not) and learn-about (maxima, slogans, golden texts, illustrations) type, while the modern conception of it is a more positive and active type, based largely on action in natural situations.--- These two represent fairly accurately the so-called methods of character instruction, the direct and the indirect.
>
> The Direct Method.- This is the method by which it is attempted to develop desirable elements of character by centering attention very directly upon them, by analyzing, discussing, and illustrating them, and by memorizing slogans, codes, creeds, verses, and golden texts that embody them. All of our earlier school books, for instance, taught mercy, gratitude, kindness, humility, truthfulness, and similar qualities by precept. It is largely, although not wholly, a "learn-about" and "pass-an-examination" method.
>
> The Indirect Method.- By the indirect method the learner does not merely formally learn a lesson about some particular trait, but he practices this trait, or its opposite, in an actual situation. In short, he learns the trait by really doing, performing and practicing it in some more or less natural situation in which this trait is commonly desired

21. Foster: Extra-Curricular Activities in the High School. Johnson Publishing Company, Richmond, Va. 1925. p 15
22. McKown: Home Room Guidance. pp 266-68, 272.

and practiced.

The home room offers a most excellent opportunity for the bringing together of all of these possibilities, as well as, of course for centering attention, in a more or less definitely organized manner on the various elements in formal and informal programs, and giving chances for training in holding offices, serving on committees, and accepting and discharging other responsibilities. Thus the direct and the indirect methods are very happily combined in the home room situation. Moreover, because the pupil homself contributes much, both formally and informally, to the programs and activities, there is a greater probability of his reactions being intelligent and sympathetic and hence more beneficial to him than if he did not participate.

Guidance in Citizenship. McKown[23] says:

> It is a well known fact that much of our teaching of "citizenship" has been of a very formal, uninteresting, and nonvital type.
>
> The home room is not bound by the tradionions and restrictions of the regular curricular subject and its opportunity is very easily adapted to the general interest of good citizenship. For instance discussions of ideals,contributions,events, and international problems may not only be more appropriate in the home room than in the regular classes but also much more timely and consequently all the more valuable.

Group Discipline. Roemer and Allen[24] offer three suggestions for group discipline:

> 1. Lawbreakers in the corridors, study halls, cloak rooms, lunch room, auditorium and on the school grounds may be reported by any member. The name of the accused with the accusation may be dropped in the "corrective box." The group may propose and impose a limited penalty upon the guilty offender.
> 2. A "we" spirit may be developed in which each pupil and the group as a unit,feels a responsib-

23. Ibid. pp 297,299,310
24. Roemer and Allen: Extra-Curricular Activities in Junior and Senior High Schools. p 65

> ility for the conduct and reputation of each member individually and of the group collectively.
> 3. No case of discipline to go to higher authority until the group has had an opportunity to do its own disciplining.

Misuse of the Home-Room Period. McKown[25] says:

> Allowing students to use even a part of the home-room period for study is a confession that the sponsor, officers, or members are failing in their obligations. And such a practice, of course, encourages continued failure.
>
> No student should be excused from the home room to attend to other duties about the school.

Summary of Quotations. The home room is necessary to restore the lost pupil teacher and teacher pupil relationship in modern high schools using the departmental plan. One period per week devoted to home room activities is the best at this time. The home room teacher should be carefully selected. She is an important factor in the administration of the school. One of her chief functions is guidance in all of its phases. Home room officers and committees should be selected and given a definite task to perform. The average size of the home room is from twenty-five to thirty-five. There are various ways of assigning pupils to home rooms. Programs should be carefully planned. Programs fall into three divisions: (1) guidance, (2) seasonal, and (3) free choice. Good home room programs may be given in the assembly. All pupils should be required to attend home room programs.

25. McKown: Extra-Curricular Activities. p 62

CHAPTER II.

EVALUATION OF THE HOME ROOM BY THE PRINCIPALS OF CLASSIFIED FLORIDA HIGH SCHOOLS.

In order to determine the status of the home room in the high schools of Florida a questionaire was prepared and sent to two hundred principals in A-Junior and Senior high schools. After the questionaires were returned the schools were arbitrarily grouped according to the number of teachers in the system. This was done to determine if there were any differences in the operation and administration of the home room in the smaller high schools and the larger high schools. Table I gives the classification, the number of replies, and the percent of replies from the two hundred questionaires sent out.

TABLE 1.

HOW SCHOOLS WERE GROUPED FOR THIS STUDY

Group	Number of Teachers	Number of Replies	Per Cent of Replies
I	Four to Ten----------	24	12
II	Eleven to Twenty------	36	18
III	Twenty-one Up---------	27	13.5
	Total----------	87	43.5

Table represents replies from 200 questionaires sent to 200 principals of Florida high schools.

Length and Frequency of Meetings. An effort was made in this study to determine the length of the home room period, the frequency of meetings, and the period most frequently used for home room activities. The ideal set up by the authorities is to have a five or ten minute report period each day and one long period per week for home room activities with a three minute report period at the close of the day to check attendance. Table 2 shows the use of the home room as a report period the first period in the morning.

TABLE 2

THE REPORT PERIOD

Answers in Per Cent	Group I	Group II	Group III
Do the pupils report to the home room the first period for five or ten minutes?	88	89	78
If so, is the attendance checked?	88	97	78
By the teacher?	79	83	67
By the home room president?	4	6	18
Bible read?	83	94	74
Morning prayer?	71	86	63
Are announcements and notices from the office read at this time?	71	81	59

Table 2 shows that 88 per cent of the smaller schools, 89 per cent of the medium sized schools and only 78 per cent of the largest schools use the home room for checking the

attendance of pupils the first period in the morning. The teacher checks the attendance instead having the home president check it.[1] 83 per cent of group I, 94 per cent of group II, and only 74 per cent of group III read the Bible at this report period. While the percentage is large in group I, it is small in group III in view of the fact that daily reading of the Bible is required by Florida law. A smaller percentage have morning prayer in some form during this period. The per cent is low in group III for making announcements and reading notices from the office.[2]

TABLE 3
DAILY PERIOD FOR HOME ROOM ACTIVITIES

Answers in Per Cent	Group I	Group II	Group III
Do you have a period set aside for home room activities each day?----	42	47	67

Table 3 shows that less than half have a period set aside for home room activities each day. This is more in agreement with authorities who agree that one long period devoted to a program each week is enough.[3]

TABLE 4

Answers in Per Cent	Group I	Group II	Group III
If home room group does not meet for a special period each day check the following:			
Monday----------	12½	14	3
Tuesday----------	8	8	7
Wednesday----------	12½	8	14
Thursday----------	4	8	0
Friday----------	4	3	7
Once every two weeks--------	0	3	0
Once a month----------	4	3	0

1. Wright op.cit.,p.2
2. Ibid. p.1
3. Ibid. p.2

Table 4 shows that in group I Monday and Wednesday are equal in the use of the home room period with Tuesday third. In group II Monday is the choice with Tuesday, Wednesday and Thursday each eight per cent. Wednesday is the choice in group III. Only three per cent have a meeting twice a month. Four per cent in group I and three per cent in group II have a meeting once a month. This table shows that home room meetings are held at least once a week or more often.[1]

TABLE 5

LENGTH OF HOME ROOM PERIOD

	Group I	Group II	Group III
Give number of minutes of above period or periods.			
Variation in minutes---------	10-50	10-55	10-60
Median number of minutes-----	30	30	30

While there was a large variation in the length of the period reported, the median was thirty minutes. Those that had a period shorter than thirty minutes would be unable to have a very effective program.[2]

TABLE 6
VARIATION OF HOME ROOM PERIOD

Answers in Per Cent	Group I	Group II	Group III
Do the home room activities come on the same period each day?------	75	90	96
or does it vary from day to day?--	0	4	0

Table 6 shows that there is no variation in the period

1. Ibid. p.2
2. McKown: Extra-curricular Activities.pp.60-62.

in groups I and III and only four per cent showed variation in group II.

TABLE 7
WHICH PERIOD IS USED?

Answers in Per Cent	Group I	Group II	Group III
Which period of the day is set aside for home room activities?			
First	8	31	44
Second	0	6	7
Third	29	20	14
Fourth	4	11	7
Fifth	8	6	14
Sixth	4	8	11
Seventh	8	0	0

Table 7 shows that in groups II and III the first period is the most frequently used and in all three groups the third period is the second most used for home room activities. The absence of any activities in the seventh period is probably due to the larger schools having hour periods and thus not having a seventh period. The last period in the day is probably the worst period for a home room program.[1]

TABLE 8

REPORT AT CLOSE OF DAY

Answers in Per Cent	Group I	Group II	Group III
Do pupils report to home room at close of day?	67	44	41

1. McKown: Extra-Curricular Activities. pp.60-62.

[illegible]

Table 8 shows that the larger the number of teachers the smaller the per cent that have pupils report to the home room at close of day to check attendance.

TABLE 9
GROUPING OF PUPILS IN HOME ROOM

	Group I	Group II	Group III
Spread of pupils in home room----	15-44	20-45	25-44
Average number of pupils in home room----------	29	29	29
Check grouping of pupils:			
Boys and girls separately-----	4%	3%	15%
Boys and girls together-------	67%	81%	70%
On basis of special interest--	8%	0	7%
On basis of ability----------	4%	14%	18%
Class (all of the same grade)--	54%	53%	26%
Alphabetically----------	13%	11%	22%
Community or school from which pupils come----------	0	0	4%
Curriculum selected----------	0	5%	22%
Nationality----------	0	0	0

Table 9 shows that in group I and II boys and girls are seated together. In group III 15 per cent are seated separately and 70 per cent are seated together. In group I and II they are grouped by grades. As the groups grow larger there is more grouping on basis of ability, alphabetically, and curriculum selected. Possibly the grouping by grades in group I is because of small classes.[1] There is no grouping by nationality.

1. McKown: Extra-Curricular Activities. pp.63.64

The Teacher-Counselor for the Home Room.

TABLE 10

HOW LONG DOES SHE SERVE SAME GROUP?

Answers in Per Cent	Group I	Group II	Group III
Is the home room teacher changed from year to year?	54	45	63
If not how long does the teacher serve as home room adviser?			
Indefinite	8	17	11
2 years	0	0	0
3 years	4	8	26
4 years	4	3	0

Table 10 shows that on the average about half of the home room teachers are changed each year. The largest turnover is in group III. The next largest group in group III is for the three year period. This is probably accounted for on the basis of a 3-year-Junior high school or 3-year-Senior high school where the teacher-counselor follows the same group through their high school course. In group I and II the second largest group is the indefinite period of service.

TABLE II

CHECK CREDITS OF PUPILS FOR GRADUATION

Answers in Per Cent	Group I	Group II	Group III
Does the teacher-counselor check credits of pupils for graduation?	42	58	52

The home room teacher assists in the administration of the school in about half of the schools by checking credits

of pupils for graduation.[1] This function is performed more in the larger schools. Some principals reported that the home room teacher assisted the principal in checking credits of pupils for graduation.

TABLE 12

CHECK SUBJECTS IN WHICH PUPILS ARE FAILING

Answers in Per Cent	Group I	Group II	Group III
Does the teacher-counselor check subjects in which pupils are failing and counsel with them about it?	67	78	89

Table 12 shows a progressive increase in the number of teachers checking subjects in which pupils are failing and counseling with them as the size of the school increases. This is an important function that the home room teacher can perform for her home room group.[2]

TABLE 13
HELP PUPILS PREPARE TIME CHARTS

Answers in Per Cent	Group I	Group II	Group III
Does the teacher-counselor help pupils prepare time charts for most effective study periods?--	29	39	44

Table 13 also shows a progressive increase in the number of teachers assisting pupils as the size of the school increases. In larger schools more responsibility for the pupil's progress is placed on the home room teacher.[3]

1. Bulletin of the National Association of Secondary School Principals. Jan. 1928. p.17
2. Wright, op.cit. p.3
3. Ibid. p.3.

TABLE 14

THE TEACHER AS A COUNSELOR

Answers in Per Cent	Group I	Group II	Group III
Does the teacher-counselor sympathyze where the child is supersensitive and on all other occasions?	75	72	81
inquire into home conditions and present state of health?	75	78	75
play habits?	17	39	26
study habits?	79	81	59
work habits?	75	75	52

Table 14 shows that an average of about 75 per cent of the teachers in the three groups sympathize with the pupil and inquire into home conditions. The teachers do not inquire into the play habits of their pupils. They feel that this is out of their field and belonging to the director of physical education. In groups I and II from 75 to 81 per cent of the teachers inquire into the study habits and the work habits of their pupils while only from 52 to 59 of the teachers in group III do this.

Counseling is one of the important functions of the home room teachers.[1]

About the home room teacher one principal said:

With an untrained and unsympathetic teaching

1, Ibid. p. 17

> personnel any homeroom activity which any administrator thinks he can put over is likely to fail. I wouldn't have a homeroom period here because of the teacher attitude- considering homeroom as a free period or a bore or a drudge. I even tried having rather complete programs planned in mimeograph form and given months ahead- but no support. Homerooms are for really advanced schools. I feel that in any other kind, they have harmful educative effects.

A teacher wrote the following comment:

> Here, perhaps, is a teacher's best opportunity for character building. Never-the-less, personally, if the organization of the home room means getting up two or three programs a week, I would say,"skip it", for after about ten years of hearing pupils "speak a piece", etc., I have grown weary of their well doing or otherwise doing.

Civic Training. An important function of the home room is guidance in citizenship.[1] Tables 15 to 21 are devoted to questions pertaining to civic training.

TABLE 15

ELECT OFFICERS

Answers in Per Cent	Group I	Group II	Group III
Does the homeroom have an organization such as club with elected officers?	83	75	81

Table 15 shows that from 75 to 83 per cent of the home rooms have clubs with elected officers. Since we have a democracy, it is important that the pupils have an opportunity to have training in voting and in elections.[2]

1. McKown: Home Room Guidance. pp 297, 299, 310.
2. Wright, op.cit., p.1

TABLE 16
STUDENT COUNCIL

Answers in Per Cent	Group I	Group II	Group III
Do the members of the homeroom vote for any representative on a school council?----------	42	50	59

Table 16 shows that about 50 per cent elect representatives for the student council. This is a low per cent.[1]

TABLE 17
CIVIC ACTIVITY

Answers in Per Cent	Group I	Group II	Group III
Do your homeroom pupils participate in any civic activity such as			
School traffic patrol--------	58	42	52
School garden club----------	17	28	15
School fire brigade---------	17	22	15

Table 17 shows an average of about 50 per cent participate in school traffic patrol, but the per cent on other civic clubs is low.

TABLE 18
MONITORS

Answers in Per Cent	Group I	Group II	Group III
Do your home room pupils participate in school administration as monitors to maintain order and quiet, or give out or obtain materials from central office?----	42	44	59

1. Wright, op. cit., p. 5

TABLE 19
NATIONAL EVENTS AND HOLIDAYS

Answers in Per Cent	Group I	Group II	Group III
Do your homeroom pupils participate as a homeroom group, appropriately in local, state and national events or holidays?----------	83	72	70

TABLE 20
SALUTE THE FLAG

Answers in Per Cent	Group I	Group II	Group III
Are your pupils asked to salute the flag at any regular exercises such as special programs or weekly school assembly?----------	46	83	67

TABLE 21
HOMEROOM BULLETIN

Answers in Per Cent	Group I	Group II	Group III
Do you have homeroom bulletin and post current articles on important world events, such as War in China, War in Spain, Berlin-Rome-Tokio and Anti-Communist agreement, Irish Constitution, Etc?	50	83	67

It is evident from tables 15 to 21 that the home rooms participate in civic activities. On the average the large schools are more active than the small schools.

Officers and Committees. The question in the questionaire was, "Please check the following officers in your school;" The results are given in table 22.

TABLE 22
OFFICERS OF HOME ROOM

Answers in Per Cent	Group I	Group II	Group III
1. President	75	61	81
2. Vice-president	71	61	81
3. Secretary	67	58	63
4. Treasurer	67	47	59
5. Reporter	63	64	63
6. Representative to student council	38	31	67
7. Sergeant-at-arms	12	17	26
8. Assembly usher	8	17	4
9. Song leader	21	28	11
10. Bulletin leader	17	17	18
11. Attendance officer	8	17	33
12. Salesman for school activities	4	25	15
13. Librarian for home room	25	50	37
14. P.T.A. booster	17	39	15

Table 22 shows the highest per cent for president, vice-president, secretary, and treasurer. The other officers listed in the table do not receive wide usage in Florida. The per cent on all the officers is low.[1] The representative to the student council is not used enough in Florida.[2]

1. McKown: Extra-Curricular Activities. p. 66
2. Wright, op. cit., p. 5

Programs. Table 23 is a result of the question: Please check the following programs that you have used:

TABLE 23

HOME ROOM PROGRAMS

Answers in Per Cent	Group I	Group II	Group III
1. Favorite book of reviews----	17	20	18
2. Current books----------	25	45	48
3. Know your city programs-----	25	36	37
4. Know your state programs----	25	75	48
5. Special curricular activities troubles analyzed and solved--	12	25	26
6. Reports from visitors to other home groups----------	21	31	44
7. Talks by the members of the other home groups----------	21	33	22
8. Outside speakers----------	79	83	67
9. Discussion of obligations and duties to school and teacher--	71	53	70
10. Pep meetings----------	58	61	52
11. Helpfulness big sister and big brother idea----------	12	11	22
12. Ethics----------	42	36	56
13. Lives of great men----------	54	58	44
14. Thrift----------	29	50	48
15. Dramatizations----------	58	50	48
16. Community singing----------	63	47	52
17. Novel musical program--------	46	39	48
18. Spelling contest, jokes, proverbs, and quotations---------	21	28	18
19. Get Acquainted games----------	8	28	11

Table 23 shows that outside speakers receive the largest per cent of the listed programs. The programs should provide oppoertunities for wide participation by the pupils. [1] Second in rank is discussion of obligations and duties to school and teacher. Programs of this type may be classified in the field of guidance. [2] A well balanced program should be divided into three parts, (1) guidance, (2) seasonal, and (3) free choice. [3] The programs presented in this table are divided in all the classifications but the general average of the per cent for any one program is low for the state.

TABLE 24

PROGRAMS FOR ASSEMBLY

Answers in Per Cent	Group I	Group II	Group III
Does the home room group prepare and present programs at the general assembly?	96	86	59

Table 24 shows a change in the order of high per cents. The small schools graduate more programs to the assembly than the larger schools. This is a much higher average of programs from the home room being presented in assembly than was found by Miss Mercer. [4]

1. Mckown: Extra-Curricular Activities. p 69
2. Ibid. p 69
3. McKown: Home Room Guidance. p 47
4. Ibid. p 137

Moral and Ethical Guidance.

TABLE 25
GROUP DISCIPLINE

Answers in Per Cent	Group I	Group II	Group III
1. Does the teacher-counselor have pupils assist in discipline problems arising among the home room group?	8	25	29
2. Does any case of discipline go to higher authority before the group has had an opportunity to do its own disciplining?	63	58	70

The second question is the reverse of the first. It is evident from table 25 that the schools in Florida do not have pupils participate as they should in group discipline.[1]

TABLE 26

TEACHING HONESTY

Answers in Per Cent	Group I	Group II	Group III
1. Do your students condemn a classmate for cheating?	42	50	48
2. Do your students secretly admire a classmate for being able to lie out of a tight spot, or "put one over"?	8	11	0
3. Can students leave personal property in home room?	92	64	41

Table 26 shows that there is need for careful guidance to teach honesty among students. I shall not attempt to offer any solution here for the problems.[2]

1. Roemer and Allen: Extra-Curricular Activities in Junior and Senior High Schools. p. 65
2. McKown: Home Room Guidance. pp. 266-68, 272.

CHAPTER III

CONCLUSIONS

1. The majority of the replies listed in the tables in this study range from twenty-five to seventy-five per cent with a median of about fifty to sixty per cent. This indicates that the homerooms in the high schools of Florida are not uniform in their practice. However, according to local conditions schools vary widely both in physical equipment, organization and courses offered. I feel that in the state as a whole the home room is a succees.

2. The homerooms in group III* are more uniform in their practice than those in groups I and II.

3. The highest percentage of uniformity is found in the meeting of the homeroom the first period in the morning for five or ten minutes where the attendance is checked by the teacher, the Bible is read, morning prayer, and announcements and notices from the office are read. However, the schools in Group III were lowest in this practice.

4. The second highest percentage of uniformity is that the homeroom has an organization such as a club with elected officers. The percentage is lower than it should be because of the importance of the civic training that pupils should receive in holding office.

5. Programs prepared in the homeroom and presented in the

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* See page 20 for explanation of groups

assembly are the next highest in percentage of uniformity in groups I and II. This percentage is higher than that found by other investigations.[1]

6. The pupils do not participate enough in helping to make the home room programs a successful activity. Outside speakers received the largest per cent of the listed programs. The programs should provide opportunities for wide participation by pupils.[2] Table 23 shows that the general average of the per cent for any one program is low for the state. This is one of the weak spots in the home rooms of the state.

7. Pupils do not participate enough in the administration of the school and home room. The percentage of uniformity is very low for a pupil to check the attendance for the teacher in the report period in the morning. The per cent ranged from four to eighteen. Wright[3] suggests this as one of the definite functions of the home room. About fifty per cent of the schools have a representative to the student council from the home room. About fifty per cent have monitors to assist in giving out or obtaining materials from the central office. Except for president, vice-president, secretary, treasurer and reporter the per cent is very low for other officers such as sergeant-at-arms, assembly usher, song leader, bulletin leader, attendance officer, etc.*

8. The pupils do not participate enough in the group dis-

1. McKown: Home Room Guidance. p 137
2. McKown: Extra-Curricular Activities. p 69
3. J.C.Wright, op. cit., p 2
* See table 22 for listed officers and per cents

cipline of the home room. The highest per cent reported was in group III which was twenty-nine per cent. In view of the fact that the pupils will be our citizens of tomorrow, this per cent is much too low.

9. The percentage of uniformity is below the standards set by the authorities for the home room teacher. Many of the schools failed to report that the home room teacher took an active interest in the general scholastic activities of their pupils; inquired into home conditions, play habits, and work habits; and to seek to promote the general welfare of the pupils. Counseling and guidance is one of the important functions of the home room teacher. [1]

10. The home rooms of the state are standard in agreement with authorities in the frequency of home room meetings with programs. Almost 100 per cent reported that they had home room meetings with activities once a week or oftener. The frequency agreed on by authorities at this time is one good program per week.[2]

11. The median length of the home room activity period was thirty minutes. The maximum length for this period was sixty minutes. The length suggested by authorities is one regular period devoted to a program each week. [3] The majority of the home rooms are, therefore, standard in the length of their home room periods.

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1. Bulletin of the National Association of Secondary School Principals. Jan. 1928. p 17
2. McKown: Extra-Curricular Activities. pp 63,64
3. Ibid. pp 60-62; and Wright, op. cit., p 2

RECOMMENDATIONS

In view of the foregoing conclusions made from this study of the homeroom in Florida, the following recommendations are made:

1. That the pupils with wise and sympathecit guidance of the teacher take a more active participation in the home room programs. In order that this may be effective the teacher should go over the duties of the president with him before he takes charge of a program. She should meet with the program committee and help them plan their programs. It is the teacher's responsibility to see that the program committee has a well-rounded program outline for the year.[1]

The teacher should see that the program committee has a wealth of suggestions and program outlines to select from. Two excellent books that have a well rounded outline of programs for the year are:

1. McKown, H.C.: Home Room Guidance. McGraw-Hill Book Company, Inc., New York. 1934.
2. Wright, J.C.: Home Room Programs for Four Year High Schools. The Extra-Curricular Publishing Company, 1429 Concert Street, Keokuk, Iowa. 1935.

The Extra Curricular Publishing Co. of Keokuk, Iowa

1. McKown: Home Room Guidance. p 47

publishes ten-cent pamphlets for home room instructors on thrift, social forms, sports and citizenship.

I shall quote from a teacher's handbook: [1]

> Many teachers prefer not to use such programs but to select and develop a topic according to the needs of the group. Any method may be used, but something should be prepared in advance for these long periods. Entertainment material should be used sparingly. If a taste for this type of program is developed, it will be difficult to interest the students in more educational programs. ------
>
> The students should be in charge of the program, but this does not mean that the teacher should not participate actively in it. There will be times when the time remaining after business has been finished should be given to the sponsor for a class or conference period. At each meeting the teacher should take some part of the time to talk to the group of those things that he believes they should hear. It is then that he should try to secure student co-operation in assembly, cafeteria, library, etc., to try to develop more desirable attitudes toward school rules and activities, to tell of the work of the National Honor Society and its requirements for admission. Each home room period offers the sponsor a chance to fulfill in part his obligation to create harmony between school and student and to instruct the students in those things that should be taught in every secondary school but which are not provided in the more formal courses. An example of this is the teaching of thrift.-------
>
> The home room teacher should at all times stress character guidance. The same effort should be expended in the teaching of honesty as in the teaching of grammar rules. Educational guidance is imperative. --------
>
> Sometimes the long home room period should be turned into a conference period to plan schedules or courses of study, to work with failing students, etc.------This may lesson the number of school misfits and will help the office with its work.

1. Teacher's Handbook, Miami Senior High School, Miami, Florida. 1937.

2. That the pupils with wise and sympathetic guidance of the teacher take a more active participation in the administration of the school and home room. The following recommendations seem pertinent:

1) A representative from the home room be elected for the student council. This representative is to hear the suggestions and recommendations of his home room group, meets with the council members of the other home rooms and discuss plans for carrying out the ideas thus presented.

2) That a pupil have charge of calling the roll in the report period the first period of the day.

3) That monitors be either appointed by the president or elected by the homeroom group to assist in giving out or obtaining materials from the central office. That they assist in maintaining quiet and order in the halls and in the home room.

4) That other officers and leaders be appointed from time to time as the group progresses in leadership and responsibility. However, no officer should be elected unless he has a definite duty to perform.[1]

3. That pupils participate more in group discipline.

Roemer and Allen[2] say:

> 1. Lawbreakers in the corridors, study halls, cloak rooms, lunch room, auditorium and on the school grounds may be reported by any member. The name of the accused with the accusation may be dropped in

1. Wright, op. cit., p 5
2. Roemer and Allen: Extra-Curricular Activities in Junior and Senior High Schools. p 65

the "corrective box". The group may propose and impose a limited penalty upon the guilty offender.
2. A "we" spirit may be developed in which each pupil and the group as a unit, feels a responsibility for the conduct and reputation of each member individually and of the group collectively.
3. No case of discipline to go to higher authority until the group has had an opportunity to do its own disciplining.

Before a teacher undertakes to start this program of group discipline, she must make careful preparation and study for it. It would not be advisable to attempt it without the fullest co-operation of the principal and faculty with the home room teacher. It is better to begin slowly and develop the program by wise guidance and suggestions than to attempt to do it at once and meet with dissapointment and failure.

4. That the teachers receive definite instruction in the operation and in the general principles of the homeroom. The following suggestions are offered with this aim in view:

1) That the principal should study the purposes, aims, activities, and general operation of the home room before attempting to introduce it into the school. He should take special courses in home room and also see a home room in operation in some system that has a successful home room.

2) An adequate library should be provided, including current educational magazines. Any of the following books in this bibliography are suitable, especially the following two:

(1) McKown: Home Room Guidance. 1934

(2) Wright, J.C.: Home Room Programs for Four Year High Schools. 1935

3) After an adequate library has been provided a series

of faculty meetings should be held to study the home room. A good method to follow would be to select a good book as a text, such as McKown: Home Room Guidance, and discuss assigned chapters at each meeting. After some study one of the teachers should visit a home room and observe its operation and then report her observations to the faculty group for evaluation and discussion.

4)While this study is in progress, bulletins should be issued from time to time with articles giving the high points of the home room. Also similar articles should be published in the school paper to inform and encourage the pupils about the home room. It is necessary to understand and desire a home room to make it a success.

5) After the home room is in operation in the school, the principal should observe the different rooms in operation making careful notes on his findings.

6) As he observes the operation of the home rooms he should hold individual and group conferences to discuss the strong and weak points and the successes and failures to that the home rooms may be imporved.

7) The pupils of the home room may correspond with the pupils of another home room in another state. With the exchange of letters each group may state the general operation of their home room, etc. Much valuable information may be gained as well as new enthusiasm given to the pupils for their home room.

8) A faculty committee may be appointed to plan, set up types of programs, and suggest programs and plans for the home rooms of the school.

9) At the close of the year the principal may recommend that the teachers take courses in extra curricular activities which include an adequate course on the home room. If they are unable to take these courses, they should read about the home room in the library. If they do not attend summer school, they should do some reading during the summer from the books in the school library. Then the following term the teachers should have a better understanding of the meaning of the home room and be able to contribute to the discussions in faculty meeting.

5. That the colleges offer more adequate courses in the extra curricular field including training on the general principles of the home room. That teachers preparing to teach in Junior and Senior high schools be encouraged to take the above courses as a preparation for teaching.

6. That the principal use careful judgment when he selects teachers from his faculty to be home room teachers. Roemer and Allen [1] say:

> -----There is one condition under which the home room plan as a means to case study, sympathetic council, and guidance will not succeed. That is in the school employing teachers content to spend five hours, and no more, in the classroom; teachers who are resentful toward any other assignment. With mentally young and enthusiastic teachers, however, the home room plan is feasible and likely to succeed.

1. Roemer and Allen: Readings in Extra Curricular Activities. p 188

McKown [2] says:

> Home room sponsors should be carefully selected. If all the teachers in the school are used in sponsoring home rooms, there can be no wise selection but there can, of course, be wise judgment. But in many schools, now, not all the teachers on the faculty are needed for sponsorship and in these instances in which, there are more teachers than home rooms a selection must be made.*

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2. McKown: Home Room Guidance. p 176

* For further quotations from McKown see page 7 of this thesis.

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HAND BOOK

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APPENDIX

Riverview, Florida

To THE PRINCIPALS OF FLORIDA:

Below you will find a list of questions covering the activities of the home-room, from which I wish to gather material to write my Master's thesis on the home-room as generally conducted in the state of Florida. According to local conditions schools vary widely both in physical equipment, organization and courses offered. I have, therefore, listed questions which may or may not be applicable to your particular school. In almost every case the question can be answered Yes or No. Please indicate Yes or No in all such cases and write any additional comment on the reverse side of the question sheets. All information will be confidential- will only appear as grouping. No individual school will be reported on.

QUESTIONS:

1. Name of School.....

2. Location.....

3. Number of teachers..... Number of pupils.....

4. Number of home rooms.....

5. Average number of pupils in home room.....

6. Do the pupils report to the home-room the first period for five or ten minutes?..... If so is the attendance checked? ..... by the teacher.....or by home-room president.....? Is the Bible read?..... Morning prayer?..... Are announcements and notices from the office read at this first period?

7. Do you have a period set aside for home-room activities each day?..... If so give number of minutes..... If home room group does not meet for a special period each day check the following: Monday,.... Tuesday..... Wednesday..... Thursday..... Friday..... Once every two weeks....., or once a month..... Give number of minutes of above period or periods.....

8. Which period of the day is set aside for home-room activities? first...second....third....fourth....fifth..... sixth..... seventh.....

9. Does the home-room activities come on the same period each time.... or does it vary from day to day?.....

10. Do pupils report to home-room at close of day?.....

11. Is the home-room teacher changed from year to year?..... If not how long does the teacher serve as home-room advisor?

12. Does the teacher counselor check credits of pupils for graduation?.....

13. Does the teacher-counselor check subjects in which pupils are failing....and counsel with pupil about it.....?

14. Does theacher-counselor help pupils prepare time charts for most effective study periods?.....

15. Does the teacher-counselor sympathize where the child is supersensitive..... and on all other occassions....., inquire into home conditions,....., present state of health....., play habits....., work habits..... study habits.....?

16. Check grouping of pupils: Boys and grils separately..... Boys and girls together..... on a basis of special interest..... on a basis of ability..... Class(all of the same grade).... alphabetically.....community or school from which pupils come..... curriculum selected... or nationality.....

17. Does the home-room have an organization such as club with elected officers.....?

18. Does the members of the home-room vote for any representative on a school council?.....

19. Do your home-room pupils participate in any civic activities such as: School traffic patrol?.....school garden club....., school fire brigade....., any other.....? Please check and list any other such activity.....

20. Do your home-room pupils participate in school administration as monitors to maintain order and quiet, or give out or obtain materials from central office..... ?

21. Do your pupils participate, as a home-room group, appropriately in local,state and national events or holidays...

22. Are your pupils asked to salute the flag at any regular exercises such as special programs or weekly school assembly.... If so, how often?.....

23. Do you have home-room bulletin and post current articles on important world events, such as War in China, War in Spain, Berlin-Rome-Tokio anti-Communist agreement, Irish Constitution, etc?.....

24. Please check the following officers in your school:
    1) President who presides at all meetings unless prevented from doing so?
    2) Vice-president who presides in the absence of, or at the request of the president.....
    3) Secretary who keeps a record of the minutes of the meetings and conducts the correspondence for the group?..
    4) Treasurer who keeps a record of all money received and disbursed by the group and submits a monthly report...
    5) Reporter who reports for publications items of interest to school activities.....?
    6) Representative to student council who learns what ideas home-room group has for the betterment of the school, presents them in council, and then helps make plans for carrying out the ideas thus presented....
    7) Sergeant-at-arms who maintains order during the meeting and acts as a door-keeper.....
    8) Assembly usher who maintains order in assembly.....
    9) Song leader who leads in group singing, selects appropriate songs.....
    10) Bulletin leader who provides a suitable bulletin board. Collects materials to be posted. Removes it when it has served its usefulness.
    11) Attendance officer who assists in matters pertaining to attendance..... Collects excuses.....
    12) Salesman who puts over all sales pertaining to school activities.....
    13) Librarian who cares for books, and magazines belonging to the home-room.....
    14) P.T.A. booster who announces P.T.A. meetings and makes plans for securing a large membership and good attendance at meetings....

25. Does the home-room group prepare and present programs at the general assembly?.....

26. Does any case of discipline go to higher authority before the group has had an opportunity to do its own disciplining?.....

27. Does the teacher-counselor have pupils assist in discipline problems arising among the home-room group?.....

28. Do your students condemn a classmate for cheating?.....

29. Do your students secretly admire a classmate for being able to lie out of a tight spot, or "put one over?".....

30. Can students leave personal property in home-room?.....
Can students leave personal property in the school without fear it will be stolen by a school mate?.....

31. Please check the following programs that you have used:
1) Favorite book of reviews.....
2) Current books.....
3) Know your city programs.....
4) Know your state programs.....
5) Special curricular activities troubles analyzed and solved.....
6) Reports from visitors to other home groups.....
7) Talks by the members of the other home groups.....
8) Outside speakers.....
9) Discussion of obligations and duties to school and to teacher.....
10) Pep meetings.....
11) Helpfulness-big sister and big brother idea.....
12) Ethics.....
13) Lives of great men.....
14) Thrift.....
15) Dramatizations.....
16) Community singing.....
17) Novel musical programs.....
18) Spelling contest,jokes,proverbs,and quotations.....
19) Get acquainted games.....